

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

14	Elementary schools (includes K-8)
5	Middle/Junior high schools
3	High schools
0	K-12 schools
22	TOTAL

2. District Per Pupil Expenditure: 7733

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 1 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	6			0
K	47	49	96	7			0
1	60	58	118	8			0
2	54	37	91	9			0
3	57	48	105	10			0
4	54	51	105	11			0
5	57	61	118	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							633

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
4 % Black or African American
63 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
27 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 19 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	64
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	57
(3)	Total of all transferred students [sum of rows (1) and (2)].	121
(4)	Total number of students in the school as of October 1.	633
(5)	Total transferred students in row (3) divided by total students in row (4).	0.191
(6)	Amount in row (5) multiplied by 100.	19.115

8. Limited English proficient students in the school: 37 %

Total number limited English proficient 236

Number of languages represented: 6

Specify languages:

Spanish, Korean, Russian, Dutch, Tagalog, Chaldean

9. Students eligible for free/reduced-priced meals: 66 %

Total number students who qualify: 417

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %

Total Number of Students Served: 62

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>26</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>30</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>12</u>
Support staff	<u>3</u>	<u>3</u>
Total number	<u>36</u>	<u>16</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 24 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	98%	97%	97%	96%	96%
Daily teacher attendance	96%	96%	96%	95%	95%
Teacher turnover rate	11%	3%	15%	3%	3%
Student dropout rate	%	0%	0%	0%	0%

Please provide all explanations below.

In 2006-2007 several teachers transferred out of Withrow. No explanation available

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Withrow Elementary has a rich history in Lake Elsinore Unified School District. Built on land donated by the Withrow family in 1989, Withrow Elementary is one of the older schools in the District. It is located in an established suburban neighborhood north of the lake, providing teachers and students spectacular views of the lake and mountains of inland southern California. Currently, Withrow Elementary serves a diverse student group of approximately 698 students. The student population is comprised of 63% Hispanic, 37% English Learners, and 66% socioeconomically disadvantaged.

At Withrow Elementary, teachers have high expectations for themselves and for their students. The teachers know that they can make a difference in student achievement and will take the necessary steps to make learning meaningful to ensure that all students excel. Staff is committed to building relationships with students, parents and peers.

Withrow teachers endeavor to provide instructional strategies that meet the academic needs of all students. Those students needing intervention are placed in ability groups with smaller class or group sizes for a minimum of one hour per day. Enrichment groups are also formed to ensure that students who are performing at grade level or above continue to grow socially and academically.

Withrow Elementary staff is striving to fully implement Professional Learning Communities at all grade levels. The administration has provided the staff time to collaborate and review student assessment data, four times per month. Collaboration efforts are guided by the following four questions:

1. What are the essential outcomes expected of students?
2. What evidence is there that students are learning?
3. How do we respond when learning is not taking place?
4. How do we challenge students who perform at the proficient or advanced levels?

Staff is committed to building relationships with students, parents and peers. Character Counts is an effective component of a program that maintains this premise as well as develops excellent citizens and scholars. Students “caught having good character” are celebrated weekly at the flag salute assembly where the “Wild Cats” show their spirit and cheer for their peers! Parents, as partners with the school, participate in the academic program ensuring student success. These parents also have high expectations and encourage students to strive to achieve.

At Withrow School, staff and parents move forward to touch children’s hearts, to build life long commitments to public education, and foster responsible citizens. Each success celebrated builds efficacy, achievement build confidence, and confidence bolsters greater success. Withrow’s motto, “Believe and Achieve” embodies the essence of staff, parents and students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The California Standardized Test (CST) is part of the STAR program, a test designed to measure student progress toward achieving California academic content standards. In this test, students' performance falls into one of five achievement levels for each subject tested: Advanced, Proficient, Basic, Below Basic and Far Below Basic. The proficient level demonstrates that students have an adequate understanding of the knowledge and skills that are being tested.

The trends found in the test data for Withrow Elementary are evident in Math as well as Language Arts scores. In the past five years, our school has shown an overall growth of 93 points gain in Academic Program Improvement. In the 2004-2005 school year an average of 43.50 percent of Withrow's students scored proficient and advance in language arts. In Math 38.7 percent scored proficient and above. In the 2008-2009 school year, 67.5 percent in language arts and 76.4 percent in math of our second through fifth graders scored proficient and advance. In 2004-2005 our students' population was 52.5 percent Socio-Economic Disadvantage (SED), 19 percent English Language Learners (ELL) and 53 percent Hispanic. In a five year period, our SED increased to 59.68 percent, ELL 35 percent, and Hispanic 67 percent. Despite our demographic changes, significant growth has been maintained. We also recognize that the percentage of our students in language arts that our far below basic (FBB) and below basic (bb) band decreases in the upper grades. For example in third grade 21.18 percent advanced, 36.47 percent proficient, 34.1 percent basic, 4.7 percent below basic, 3.53 percent far below basic, in fifth grade 37.86 percent advance, 33.01 percent proficient 21.36 percent basic, 6.8% below basic, .97 far below basic. The same trend holds true for math; less than 6% of our students are scoring in below basic and far below basic range.

An analysis of the data across grade levels shows a slight decrease in the percent of students who are proficient in the fourth grade. This might be attributed to the change in class size as students proceed from third grade (class size of 20) to fourth grade (class size of 30+). Additionally, teachers in fourth grade expect students to move quickly from being a dependent learner to one with independent skills. In an attempt to rectify the situation this year, there was an increase in the number of instructional assistants during language arts in order to decrease the ratio of pupils to teachers. Currently, a research based program, READ 180, is being considered as a supplement for fourth grade students who fall into the Basic band.

Although there was growth reflected in the Academic Yearly Progress (AYP), effort continues to ensure that each subgroup move forward to close the achievement gap. Stakeholders within the school community must be committed to the shared vision of increasing students' achievement through specific goals and desired outcomes. This effort will be maintained ensuring high standards and high achievement.

Evidence of the figures noted above may be confirmed at the California Department of Education website. (<http://api.cde.ca.gov>)

2. Using Assessment Results:

To support an environment of continuous improvement, Withrow Elementary School staff uses data to drive decision making, ensuring the success of all students. Teachers, administrators, parents and support staff collaborate to understand student performance and develop strategies to meet the individual learning needs of students at each grade level.

During the first weeks of school, students in Kindergarten are given an initial evaluation and are assessed every six weeks thereafter to determine the level of skills to be introduced, reviewed and re-taught. Near the

end of the year, Kindergarten students are given a “developmental reading assessment” (DRA) to evaluate reading ability levels. Kindergartners needing more time and practice with letters, sounds and sight words receive small group instruction and practice with the Title I teacher and Title I instructional assistants.

In order to accurately assign students to flexible, homogeneous groups, a school district computerized data gathering system is used where student assessment results are immediately available for teacher use. An analysis of results of INSPECT and MAP tests revealed areas of student strength and weakness. These results allowed teacher to focus effectively on state standards and best teaching practices for individual students. Students in 1st through 5th grade are tested weekly using curriculum based assessments and every eight weeks through the district’s INSPECT benchmark assessments. The INSPECT test is based on grade level content standards in Math, Reading and Language Arts.

Throughout the year, students in grades 2 through 5 are evaluated using MAP assessments. This is a diagnostic test and prescribes whether students need intervention or enrichment.

The results of all assessments are brought to grade level Professional Learning Community (PLC) meetings to be analyzed. During these meetings, teachers examine the data for each student, seeking strengths and weaknesses in student growth and achievement. Teachers share ideas and expertise in each content area and develop strategies to improve teaching and student learning. As a result of the assessment process, data and collaboration, students in all grade levels are challenged to used strategies and materials that best meet their needs. All students are monitored closely throughout the school year and are able to move in or out of interventions and enrichment programs, in various ability levels and groupings.

3. Communicating Assessment Results:

Withrow students receive assessment results from their teachers on a daily, weekly and monthly basis. MAP (Measurement of Academic Progress), an early diagnostic, computerized adaptive assessment for reading and math, is administered twice a year. Students receive their scores immediately and student knowledge of the results is provided and discussed. INSPECT benchmark test is administered every eight weeks. The standards are broken into increments to allow teacher to collaborate over scores, analyze and implement best practices, and plan enrichment or remedial activities.

Parents are informed of their child’s performance regularly, several times each year. California Standards Test (CST) results are mailed to parents annually followed by parent meetings, a review by teachers at the first parent conference, and again at the first formal Title I meeting. During the “Back to School Night” program, teachers explain the INSPECT benchmark assessments and the standards that will be addressed each quarter. Unsatisfactory progress reports are distributed every six weeks and reports cards go home each trimester. Conferences are scheduled with parents to address student progress and to write goals and objectives with timelines and accountability for progress clearly defined. All parents are invited to make appointments for conferences whenever there are questions or concerns about the progress of their child.

Parents of English Language Learners (ELL) regularly attend ELAC (English Language Advisory Committee) meetings at the school (at least five per year), and DELAC (District Language Advisory Committee) held regularly at the District office. Parents receive information regarding the progress of students in the program and test score results. The CELDT (California English Language Development Test) measures student proficiency developing skills in the English Language Development program and reports of this proficiency are sent to parents and discussed during ELAC meetings. Students who are redesignated from ELL to English Language Arts are recognized at these meetings. Reports are sent home on a regular basis.

Gifted and Talented students participate in a GATE program and offer challenging curriculum that meets their needs equally with the needs assessed for students below or far below basic. The GATE advisory committee

also reviews and discusses student progress through the curriculum and determines activities appropriate for their children.

All these groups come together with PTA and School Site Council, places where programs for all children are discussed and evaluated. Communication is open and all suggestions are valued. Parents focus on working together and supporting school activities, school goals and objectives.

Translation services are always available at all meetings.

Teachers encourage parents to participate and become actively involved in their child's education. Parent teacher communication is open and again, translation services are provided at conferences and meetings to accommodate the large population of Spanish speaking parents. Information about student achievement and district assessments is posted on the district website. All notices, written and oral communication is done in both Spanish and English. The community always is invited to attend parent night, programs and committee meetings. The school connections have made the community strong.

4. Sharing Success:

Withrow Elementary School endeavors to create a learning environment that accurately measures students' academic growth and compares this progress with students in other schools, districts and states. Self-evaluation is an ongoing process to identify strengths and weaknesses where successes and failures are benchmarked, analyzed and altered. This process focuses on students and standards, and how best to serve them individually and in groups. Best practices are shared with the staff between teachers at all ability levels and among various grade designations.

District collaboration allows schools to share ideas and learn from others at district-wide Title I, English Language Learner and GATE coordinator meetings. Discussing way to engage students in academic learning and positive social interactions are strategies at the forefront of these meetings. Additionally, district office directors collaborate with department heads and school site administrators who share information acquired at the county level.

Special Education staff meets monthly with program directors and specialists from other schools in the district to discuss "Response to Intervention" and the latest techniques and strategies that are effective in the classroom. Also under discussion are the test scores from the special education population and in depth analysis of methods and materials to assist students in their classes. All information shared at collaboration meetings is brought back to the sites for discussion and implementation. In an effort to continually improve as a staff, school-wide successes are shared during PLC meetings and feedback for improvement is requested and applied.

In the event that Withrow Elementary School is awarded the Blue Ribbon School award, the process of benchmarking strengths and weaknesses in order to share success with other schools will be continued as will all programs that assist this school and others to incorporate successful strategies for student academic achievement.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Withrow School provides all students with a standards-based curriculum that addresses the learning needs of all students including those with Special Needs, those who are English Language Learners and those who are identified GATE. Teachers work collaboratively as well as individually to create plans that appropriately deliver instruction to diverse groups of learners. Para-educators regularly meet with teachers who determine activities for all populations of learners. Para-educators then provide support, assist with intensive and strategic intervention, and enrichment activities in small group environments.

The English/Language Arts curriculum is standards-based and delivered through the Houghton-Mifflin reading series, a comprehensive phonics-based program that provides a foundation for the “life-long” reader. The program introduces the emergent reader to letters and sounds through the use of simple picture books, then sound blending in primers, and actual story reading and comprehension in first and second grade. As students grow in competence, he/she is challenged to apply higher order thinking skills to the literature found in the various reading selections. Vocabulary and sight word recognition is introduced through literature and emphasized at each grade level. Grammar and basic writing skills complete this all-inclusive program. The Houghton-Mifflin program includes supplementary components that support English Language Learners, challenge excelling students and provide support to students needing reading/language arts intervention.

The Step-Up-To –Writing program is the current program adopted by the Lake Elsinore Unified School District to provide young writers with the proper tools to write effectively in various genres. This comprehensive curriculum guides students through all phases of writing from the sentence, to the five paragraph essay to the final editing and publishing of the paper. In addition, students write essays that are scored, based on the district approved rubric at every grade level, several time per year.

The recently adopted Pearson enVision is the core math program for the school district’s K-5 schools. This creative approach to mathematics instruction incorporates the use of technology, manipulatives, directed instruction, and peer group interaction to enhance and enrich the learning experience of the student. Each concept is introduced with the use of an animated lesson presentation with interaction between students and teacher. The manipulative component of the program encourages students to make a connection from the concrete manipulative to the abstract concept. The program contains several modules for enrichment and intervention. At each grade level, K-5, students are introduced to algebraic concepts and these are reinforced as the upper grade students use their problem solving skills to solve algebraic equations.

The Houghton-Mifflin California Science curriculum is used to teach the California science standards. Through a variety of hands-on investigations and experiments, students discover and practice various scientific principles and apply them to their world. The science reading selections in the student text provide information supported by vocabulary instruction and cross-curricular integration through writing and mathematics. Again, this adoption also supports students with special needs and those who are English learners.

All students participate in visual arts in the general education classroom. Teachers use a variety of arts programs, including Arts LINC to enhance their instruction and encourage the use of visual arts across the curriculum. Students are instructed in the use of basic elements of art (space, color, shape, texture, form. And line) and are introduced to the various masters of the arts and the technique for which they are known.

The upper grade teachers use performing arts to enhance their Social Studies curriculum and to simulate life in history. For example, during Frontier Days, fourth and fifth grade students are brought into a simulated town where they learn how to wash laundry using a scrub board, pan for gold, and play Native American instruments and games.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The goal of Withrow's reading curriculum is to become a "life long" reader with the knowledge and skills necessary for in depth comprehension of text. Houghton-Mifflin, district adopted English Language Arts (ELA) curriculum, was selected because it is an all encompassing program that is standards based. It has a Specially Designed Academic Instruction in English (SDAIE) component for English Learners and a universal access component for students needing remediation. Imbedded in the curriculum are the components that complete the English Language Arts curriculum: phonics, grammar, reading comprehension, fluency, writing, spelling, sight words, and vocabulary. In order to implement the program effectively, each grade level has three to four instructional assistants during the ELA time to work in small groups, reinforce skills being taught, and coach students individually. Title I services are also used to assist those students who need intervention using teacher and para-educator support and through Lexia, a computer program that builds phonemic awareness and reading skills. With these reading strategies and assistance available, students are afforded the opportunity to learn to read in the lower grades and the challenge of reading for information in the upper levels.

Students who performed at the Far Below Basic or Below Basic level on the California Standardized Test (CST) and California Modified Assessment (CMA) are identified and are placed in an intensive intervention group as part of the Response to Intervention (RTI) model. The Resource Specialist Teacher and instructional assistants use the SRA Reach program with the RTI group and focus on decoding, reading comprehension, and writing, to help students move out of the below average test bands to the Basic level. In all grades, there are standards based assessments as well as district assessment to determine if students are meeting the state standards and district benchmarks. Through high quality instruction, Withrow staff members have been able to close the achievement gap.

3. Additional Curriculum Area:

Withrow School's mission is to provide equitable educational opportunities for its diverse population of students in a safe, healthy and effective environment through a collaborative commitment of students' families, staff and community. To provide equitable opportunity in the learning of essential math skills, the Pearson enVision mathematics program uses multiple strategies such as technology, scaffoldings, manipulatives and spiral review to build knowledge and skills in support of student learning. Teachers utilize the imbedded whole group lessons, guided practice and independent practice and then build skills using manipulatives, small group lessons and re-teaching strategies, all in an effort to ensure that concepts are mastered. Diverse teaching strategies are offered in the curriculum to give teacher the opportunity to select those that support the various learning styles of the students.

As a supplement to the core mathematics curriculum, teachers at Withrow use Excel Math. Excel uses a spiral approach to curriculum where each lesson builds on the previous lesson with ample opportunity for review and practice for students. Skills previously learned are assessed daily so that teachers have a clear understanding which students need help and which may move on.

The use of both mathematics programs meets the goals of educating Withrow's diverse population and creating a nurturing environment that enhances student learning. In continuing its commitment through collaboration, parents are encouraged to attend Back to School Night to learn about math curriculum and receive answers to questions they may have. A Math Night is also offered during the year where parents can

attend informational meetings at the various grade levels to learn more about the concepts being taught and how to help their own children succeed in math. Withrow students receive the best possible math education through these collaborative efforts.

4. Instructional Methods:

Withrow Elementary School uses a myriad of instructional strategies to meet the diverse needs of the student population. Teachers, para-educators and staff regularly collaborate using the Professional Learning Community (PLC) model of best practices. Guided by the analysis of data from MAPS and INSPECT testing teachers are able to identify and isolate specific standards and reach each student at his or her particular area of need. The teaching population works tirelessly to ensure that programs are continually evaluated and modified to ensure each student is engaged and actively learning.

Teachers are encouraged to be the facilitators and supporters of the learning process and to seek the learning strengths and methods that would best support their own students. Flexible groupings, cross-age tutoring, and experiential learning are methods regularly incorporated into classroom at Withrow elementary to ensure that every learner is reached at his or her learning level.

To reach our English Language Learner (ELL) population, identified students receive thirty minutes of uninterrupted daily instruction using the Hampton-Brown curriculum, Avenues. Using SDAIE strategies (Specially Designed Academic Instruction in English), students are immersed in the English language using active learning models with emphasis on authentic learning and realia. Instruction is scaffolded and targeted to the needs of each student according to the results posted on individual EL benchmarks which are closely monitored by the teacher, EL coordinator, administrator and staff. This rigorous, systematic, targeted instruction is focused on the goal of meeting all program criteria with the end result of reclassification to an English Proficient learner.

As a Title I school, funding may be used school-wide to provide para-educators and supplemental materials to serve all populations including the socioeconomically disadvantaged population, one of the largest subgroups at Withrow Elementary School. Teachers and para-educators are trained to identify those students who are 'at risk' due to socioeconomic situations and to intervene on behalf of the student with dignity and care. Teachers spend many hours of their own time to tutor students and provide a safe place on campus to complete homework activities.

Computer Assisted Instruction is a strategy used school-wide at Withrow Elementary School. Technology use in the classroom is a critical component of the daily curriculum. Teachers regularly incorporate the use of ELMOs and LCD projectors to enhance student learning. The Accelerated Reader program encourages students to read which in turn increases their reading comprehension skills, vocabulary development and sheer enjoyment of reading. Recently, students have been introduced to Lexia Reading, a research-based reading software program that supports core instruction with independent reading skills practice that remediates at-risk readers and enriches the skills of readers at all levels.

The Adaptive Learning Environments Model is used to integrate special education students into the general education classroom when appropriate to all learners. In line with the notion that all students should be educated in the least restrictive environment, students who have been identified as needing special education services are rotated into the general education classrooms for subjects in his/her areas of strength. Special needs students not only gain instructionally but also receive benefits from peer interaction.

5. Professional Development:

The Lake Elsinore Unified School District offers many opportunities for Staff Development and Inservice Education for teachers. The staff and administration of Withrow Elementary School regularly participate in

the District sponsored Summer Staff Development program. Employees of the district are asked for input into the selection of courses, and seminars are subsequently developed and offered over a period of two or three days in the summer. The course selections are designed to educate teachers and provide resources to staff and administrators that will broaden the educational experience of each student. Information obtained from these seminars and courses can be directly applied to classroom teaching and management.

Withrow teachers participated in the summer course, RTI or Response to Intervention, and were trained on the district adopted model for student intervention. It provided teachers and administrators with the tools to properly identify students in need of intervention, both academic and/or social. Attendees were trained in the use of the Pre-Referral Intervention Manual and appropriate intervention techniques to be used in the classroom to help the student. Further, the writing of Specific Measurable Attainable Realistic and Timely (SMART) goals was emphasized to enable teachers and administrators to establish a means to measure the success of the interventions taken. Throughout the course of the year, the RTI model has been successfully used in the strategic or intensive intervention for students struggling in all areas of academics as well as with social issues. The Student Study Team relies on the outcomes of the SMART goals for further recommendations to assist students in finding areas of success.

Differentiated Instructional Methods was another popular course offered at the district sponsored Summer Staff development program. In this course, teachers were challenged to use teaching methods appropriate for the needs of each learner. Teachers were trained to distinguish the various learning styles of their students and to design lesson plans to reach all learners. Teachers used creative role play to allow seeing the classroom through the eyes of the students. The information and materials acquired in this workshop were designed to apply directly to the classroom to enrich the students' learning experience.

Teachers and administrators were offered a course on interpretation of INSPECT data, the benchmark assessments that were adopted by the Lake Elsinore Unified School District. Grouped in teams by grade level, teachers were given a set of data and encouraged to use the various tools offered to interpret student scores. Teachers were instructed on the use of data to guide instruction and target remediation in order to better prepare students to meet the state standards in Reading, Language Arts and Mathematics. This information was applied to the Withrow students for skill grouping and academic planning.

Withrow Elementary school teachers have undergone rigorous training as mandated by the SB472 Professional Development program and driven by the No Child Left Behind Act of 2001. All teachers have attended training in the district adopted Pearson enVision mathematics program as well as the district adopted Houghton-Mifflin Reading/Language Arts program. This intensive training was 40 hours in duration, focused on all modules of the core curriculum and addressed all special populations. Most beneficial to the staff was the practicum component completed by each teacher requiring the application of learned skills directly to his or her classroom.

6. School Leadership:

Withrow Elementary leadership is committed to providing a safe learning environment while collaborating with families and community members in support of continuous progress and student learning. The principal is a strong educational leader who has keen connections with her staff, students and families. The depth of her knowledge of teaching and learning is revealed in her approach to everyday challenges met through analysis, collaboration and heart. Every morning the principal meets the students and parents with a genuine welcoming smile. She demonstrates values, beliefs and attitudes that inspire others to a higher level of accountability. Everyone is treated fairly, equitably, with dignity and respect.

The staff has come to the realization that our society is changing and the challenges that families and school-communities face today are more grave than any in our prior experience. However, the Withrow Staff has continuously examined their beliefs, approach and practices to meet our student's daily needs.

Teachers and principal collaborate a minimum of four times a month to study students' assessments and to discuss challenges that students may be facing. To ensure every teacher has a voice in decision-making, each grade level votes for a teacher to represent them at Leadership Council. The Parent-Teacher Association (PTA), the School Site Council (SSC) and the English Learners Advisory Committee (ELAC) meets regularly to give input into decisions on expenditure of funds for students and their academic progress. The core beliefs expressed through the school's 'Vision' and 'Mission Statement' are confirmed through the budgeting process: to support assessment, to analyze data for the benefit of all students, to develop programs to support academic progress, and to continuously build successful programs. The leadership group meets to advocate, nurture and sustain a trusting school culture that is conducive to student learning. Needed resources are sought and obtained. Not only are students supported within the confines of the school but in every aspect of their growing lives. A student who is healthy, stable, and safe will experience a higher degree of success. It is the Withrow School mission to ensure our students have every opportunity to grasp success!

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: California Standards Test

Edition/Publication Year: 1

Publisher: ETS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	80	81	74	74	69
% Advanced	45	53	44	43	34
Number of students tested	96	109	116	120	108
Percent of total students tested	21	23	24	24	22
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	83	86	70	65	64
% Advanced	58	44	36	30	25
Number of students tested	41	49	64	57	56
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	72	80	65	69	74
% Advanced	45	40	41	32	30
Number of students tested	58	70	79	74	57
4. Special Education Students					
% Proficient plus % Advanced	100	95			0
% Advanced	89	80			0
Number of students tested	11	20			10
5. Limited English Proficient Students					
% Proficient plus % Advanced	71	78	64	63	63
% Advanced	41	35	30	27	20
Number of students tested	31	36	50	46	19
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 2 Test: California Standards Test

Edition/Publication Year: 1

Publisher: ETS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	59	73	56	50	46
% Advanced	21	35	22	18	8
Number of students tested	97	110	116	120	108
Percent of total students tested	21	24	24	25	31
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	66	78	52	38	45
% Advanced	24	20	15	14	16
Number of students tested	42	50	64	57	56
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	57	70	48	40	47
% Advanced	22	27	20	18	14
Number of students tested	58	71	79	74	57
4. Special Education Students					
% Proficient plus % Advanced	73	85			
% Advanced	50	45			
Number of students tested	11	20			
5. Limited English Proficient Students					
% Proficient plus % Advanced	61	62	46	36	32
% Advanced	33	25	20	18	17
Number of students tested	31	37	50	46	19
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 1

Grade: 3 Test: California Standards Test
Publisher: ETS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	75	76	70	66	67
% Advanced	42	43	33	30	24
Number of students tested	110	107	132	110	123
Percent of total students tested	24	23	27	22	25
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	76	80	66	61	61
% Advanced	47	40	32	18	16
Number of students tested	45	54	68	56	66
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	72	74	62	67	62
% Advanced	52	40	31	30	24
Number of students tested	67	70	85	64	55
4. Special Education Students					
% Proficient plus % Advanced	0		17	33	0
% Advanced	0		5	7	0
Number of students tested	10		12	12	10
5. Limited English Proficient Students					
% Proficient plus % Advanced	63	67	56	47	60
% Advanced	44	35	21	22	18
Number of students tested	27	30	41	32	20
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3 Test: California Standards Test

Edition/Publication Year: 1

Publisher: ETS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	56	46	34	35	38
% Advanced	18	17	9	6	6
Number of students tested	111	107	132	110	108
Percent of total students tested	25	23	27	22	22
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	47	43	21	38	29
% Advanced	22	20	10	9	8
Number of students tested	45	54	68	56	66
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	57	39	24	36	25
% Advanced	34	26	12	14	11
Number of students tested	58	69	85	64	57
4. Special Education Students					
% Proficient plus % Advanced				8	
% Advanced				0	
Number of students tested				12	
5. Limited English Proficient Students					
% Proficient plus % Advanced	19	14	15	22	10
% Advanced	8	7	10	8	9
Number of students tested	26	30	41	32	20
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 1

Grade: 4 Test: California Standards Test
Publisher: ETS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	71	77	61	57	56
% Advanced	30	35	24	28	19
Number of students tested	113	113	119	127	136
Percent of total students tested	25	25	24	26	27
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	76	76	55	50	51
% Advanced	44	34	25	20	21
Number of students tested	45	50	65	68	71
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	67	75	64	50	48
% Advanced	41	32	18	22	24
Number of students tested	75	71	72	66	79
4. Special Education Students					
% Proficient plus % Advanced			23	13	
% Advanced			11	0	
Number of students tested			13	16	
5. Limited English Proficient Students					
% Proficient plus % Advanced	69	67	45	39	33
% Advanced	38	32	16	18	11
Number of students tested	32	27	29	28	27
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: California Standards Test

Edition/Publication Year: 1

Publisher: ETS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	68	63	51	56	57
% Advanced	36	27	23	24	15
Number of students tested	110	113	119	127	136
Percent of total students tested	24	24	24	26	27
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	68	56	45	44	52
% Advanced	40	32	30	18	16
Number of students tested	53	50	65	68	71
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	63	56	47	39	49
% Advanced	39	30	24	19	14
Number of students tested	119	71	72	66	79
4. Special Education Students					
% Proficient plus % Advanced			15	13	
% Advanced			8	6	
Number of students tested			13	16	
5. Limited English Proficient Students					
% Proficient plus % Advanced	42	26	28	36	19
% Advanced	20	8	7	11	15
Number of students tested	31	27	29	28	27
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 1

Grade: 5 Test: California Standards Test
Publisher: ETS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	71	55	59	51	56
% Advanced	21	20	33	28	15
Number of students tested	112	114	121	134	132
Percent of total students tested	25	24	25	27	26
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	78	62	50	43	47
% Advanced	32	20	11	12	9
Number of students tested	41	50	66	67	74
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	73	58	51	41	43
% Advanced	38	21	18	11	15
Number of students tested	66	69	70	81	74
4. Special Education Students					
% Proficient plus % Advanced			19	36	0
% Advanced			7	0	0
Number of students tested			16	14	11
5. Limited English Proficient Students					
% Proficient plus % Advanced	58	28	19	21	28
% Advanced	31	12	11	9	7
Number of students tested	12	18	21	33	29
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 5 Test: California Standards Test

Edition/Publication Year: 1

Publisher: ETS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	73	58	54	46	50
% Advanced	28	18	16	19	17
Number of students tested	112	114	122	134	132
Percent of total students tested	25	24	25	27	26
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	66	59	42	36	35
% Advanced	22	18	15	14	12
Number of students tested	42	49	66	67	74
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	57	58	44	30	31
% Advanced	24	18	16	15	16
Number of students tested	58	69	70	81	74
4. Special Education Students					
% Proficient plus % Advanced			19	14	0
% Advanced			8	7	0
Number of students tested			16	14	11
5. Limited English Proficient Students					
% Proficient plus % Advanced	61	28	10	15	7
% Advanced	30	15	8	7	0
Number of students tested	31	18	21	33	29
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: